

COASTAL SCHOOL ENRICHMENT

Phase 1/ lower 2 BLUE GREEN PURPLE.

Creative Question

What can you discover in the coastal school environment?

Main areas of focus - why is the coast so important

What can we discover on the coast? What is a coast ? How can we be safe on the coast?

What natural and man-made objects can we find?

What can we create using these objects?

Discovering a variety of sea life in different habitats.

What can we find on the cliffs?

What can we find in the rockpools?

An expectation would be pupils or class have:

- Group Enrichment books-, photos, quotes, celebration of events

Teaching and Learning Role

- As teaching and Learning Lead, my role will be to advise and support on the programme development, act as a critical friend to challenge thinking and practice, analyse pedagogy and effective practice. I will engage in initial ideas, and help pupils to develop and become confident in managing a social enterprise event. I will review the social enterprise work with staff, outside visitors, pupils and parents.

Date	Activity	Outcome
Week 1	<p>Introduction to coastal school. safety talk at the start.</p> <ul style="list-style-type: none"> ● How can we stay safe? ● What are the dangers? ● Each lesson has visual or physical boundaries. <p>Activity- What can we find on the beach?</p> <ul style="list-style-type: none"> ● What colour is the object? ● What shape is it? ● What texture is it? ● Where did it come from? ● What is natural and what is man made? ● Is the object man made or natural? 	<ul style="list-style-type: none"> ● Treasure hunt game. ● Group discussion on what they have found. ● Understanding of natural and man made objects.
Week 2	<p>What can we create using natural objects found on the coast?</p> <p>Activity - can you create a sea animal or plant using natural objects?</p> <ul style="list-style-type: none"> ● Using imagination to create something never seen before. ● Using your own knowledge to create an existing animal or plant. ● Copy an image provided by staff. 	<ul style="list-style-type: none"> ● Discover what can be created with what you can find. ● Discuss the features of your creation. ● Photos of students' creations. ● Group discussions of how each was created.

Week 3	<p>Can you use tools to create an accessory using things found on the beach?</p> <p>Activity- Create an item of jewellery/accessory made from pebbles/seaweed etc using string and tools such as a hand drill?</p>	<ul style="list-style-type: none"> ● Group safety talk on use of tools. ● Produce a piece of jewellery/accessory. ● Photos of students creations.
Week 4	<p>What is a coast ? (The area where the sea and land meet is called a coast). What types of coast are there?</p> <ul style="list-style-type: none"> ● sandy, muddy, shingle or steep cliffs. <p>What features do they have?</p> <ul style="list-style-type: none"> ● dunes, caves, arches, stacks, bay, stumps. <p>Activity - Can you identify the different types of coasts and its features?</p>	<ul style="list-style-type: none"> ● Group discussion about what beach they are on and compare this to the different types of beaches. ● Coastal feature sheet. ● Group discussion on what features they found. ● Photos of students finding caves and other features.
Week 5	<p>Why is the coast so important? (two areas to be covered in one lesson eg. wildlife and tourism)</p> <ul style="list-style-type: none"> ● wildlife ● tourism ● settlements ● transportation ● fishing <p>Activity - can you find out how these would affect the coastal ecosystem (wildlife).</p>	<ul style="list-style-type: none"> ● Group discussion on the benefits. ● Group discussion of the disadvantages. ● Class act out visiting the beach for a holiday.(buckets and spades, ice cream). ● Photos of students
Week 6	<p>What are lighthouses used for?</p> <p>Activity- Visit Souter Lighthouse and read Lighthouse Keeper's Lunch.</p>	<ul style="list-style-type: none"> ● Discuss the features of a lighthouse. ● Lighthouse worksheet.
Week 7	<p>Classroom based week Can you recreate a lighthouse?</p> <p>Activity- Can you recreate a lighthouse using craft materials? (Some to use electrical circuits to put light in the top).</p>	<ul style="list-style-type: none"> ● Lighthouses produced ● Photos of creations ● Group discussion- recall features of a lighthouse.
Week 8	<p>What wildlife can we find on the cliffs along the coast?</p> <p>Activity - Can you identify the different types of gull?</p>	<ul style="list-style-type: none"> ● Use binoculars to find wildlife. ● Identification sheet of different gulls. ● Group discussion on what they eat and why they live in the cliffs (habitat) ● Visit Marsden Rock
Week 9	<p>What wildlife can we find in the rockpools?</p> <ul style="list-style-type: none"> ● explain how to safely handle sea animals and 	<ul style="list-style-type: none"> ● Clear buckets and magnifying glass to

	<p>plants.</p> <p>Activity - Can you identify the different sea creatures and plants?</p>	<p>examine what is found.</p> <ul style="list-style-type: none"> ● Group discussion on what has been found and why they live there. ● Sea animal and plant worksheet. ● Photos of students finding sea creatures. ● Visit Seaburn Beach.
Week 10	<p>Classroom based week</p> <p>Can we create our own coastal habitat?</p> <ul style="list-style-type: none"> ● sea birds habitat ● rockpool habitat <p>Activity - using your knowledge can you create a small habitat for your sea animals and plants.</p>	<ul style="list-style-type: none"> ● In pairs- create a habitat using a shoe box. ● Group discussion on what sea animals we have found to put in their box.
Week 11	<p>Celebration event- pupils to produce 'The Lighthouse Keeper's Lunch' story on video.</p> <p>Pupils to decide on roles, readers etc.</p>	<ul style="list-style-type: none"> ● Video of the lighthouse keepers lunch.

Upper phase 2 **Pink Yellow Red**

Creative Question

Is protecting our coastline important?

Main areas of focus - why is the coast so important?

How can we be safe on the coast?

What natural and man-made objects can we find?

What can we create using these objects?

What causes pollution/Erosion and have an understanding of conservation.

What is conservation?

What can we do to help save our coastal environment?

What causes pollution?

What effect does pollution have on different habitats?

What can we find on the cliffs?

What can we find on the rockpools?

Date	Activity	Outcome
Week 1	<p>Introduction to coastal school. safety talk at the start.</p> <ul style="list-style-type: none"> ● How can we stay safe? ● What are the dangers? ● Each lesson has visual or physical boundaries. <p>Activity-</p> <ul style="list-style-type: none"> ● What can we create using objects found 	<ul style="list-style-type: none"> ● Treasure hunt game. ● Group discussion on what they have found. ● Understanding of natural and man made objects. ● Discuss the features of your creation. ● Photos of students' creations.

	<p>on the coast?</p> <ul style="list-style-type: none"> • Define what is natural and what is man made? • Is the object man made or natural? <p>Can you create a sea animal or plant using natural objects?</p> <ul style="list-style-type: none"> • Using imagination to create something never seen before. • Using your own knowledge to create an existing animal or plant. 	<ul style="list-style-type: none"> • Group discussions of how each was created.
Week 2	<p>What is a coast? (The area where the sea and land meet is called a coast).</p> <p>What types of coast are there?</p> <ul style="list-style-type: none"> • sandy, muddy, shingle or steep cliffs. <p>What features do they have?</p> <ul style="list-style-type: none"> • dunes, caves, arches, stacks, bay, stumps. <p>Activity - Can you identify the different types of coasts and its features?</p>	<ul style="list-style-type: none"> • Group discussion about what beach they are on and compare this to the different types of beaches. • Coastal feature sheet. • Group discussion on what features they found. • Photos of students finding caves and other features.
Week 3 & 4	<p>Why is the coast so important?</p> <ul style="list-style-type: none"> • wildlife • tourism • settlements • transportation • fishing <p>Activity - can you find out how these would affect the coastal ecosystem (wildlife).</p>	<ul style="list-style-type: none"> • Split into two groups, Pupils to read information and prepare to present to rest of the class, with support. • Group discussion of the advantages and disadvantages. • Photos of students
Week 5	<p>How does erosion occur?</p> <p>Activity- Make sand walls near the water and observe what the waves do to it.</p>	<ul style="list-style-type: none"> • Photos of sand walls and wave destruction. • Group discussion on weather erosion could be a good thing?
Week 6	<p>What is pollution?</p> <p>Activity- Match pictures to definitions of pollution e.g. litter, excessive fishing, oil spills, fly tipping.</p>	<ul style="list-style-type: none"> • Pictures & definitions matched.
Week 7	<p>How does pollution affect the coastal wildlife?</p> <p>Activity - What can you find in the rockpools? What will happen to them if pollution gets worse?</p>	<ul style="list-style-type: none"> • Group discussion- how animals are and will continue to be affected by pollution. • Photos of rockpooling.
Week 8	<p>What is conservation?</p> <p>Conservation of the coast is preserving the coastline we have and avoiding adding any</p>	<ul style="list-style-type: none"> • Group discussion- How we can preserve the coastline.

	<p>additional damage or misuse of resources. Show pictures of sealife and animals caught in rubbish.</p> <p>Activity - litter pick</p>	<ul style="list-style-type: none"> Litter pick & discussion- how this damages the ecosystem.
Week 9	<p>Renewable energy- how can the sea help?</p> <p>Activity- Design your own form of renewable energy that can be used at the coast- in groups.</p>	<ul style="list-style-type: none"> Presentation from students on the renewable energy they have designed.
Week 10	<p>Classroom session How can we help protect our coastline?</p> <p>Activity- make leaflets / poster</p>	<ul style="list-style-type: none"> Leaflets/posters produced
Week 11	<p>Celebration event- pupils to produce a video of why they think we should protect the coastline.</p> <p>Pupils to decide on roles, readers etc.</p>	<ul style="list-style-type: none"> Video of students opinions.

***All sessions are weather, staff and tide dependent. May not be possible to go in the order specified.**

Appendix 1

<p>Creative thinker</p> <p>Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value</p>	<p>generate ideas and explore possibilities – link to developing a successful idea to use for social enterprise</p> <ul style="list-style-type: none"> ask questions to extend their thinking connect their own and others' ideas and experiences in inventive ways question their own and others' assumptions try out alternatives or new solutions and follow ideas through adapt ideas as circumstances change
<p>Team worker</p> <p>Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.</p>	<ul style="list-style-type: none"> collaborate with others to work towards common goals of a successful social enterprise reach agreements, managing discussions to achieve results adapt behaviour to suit different roles and situations, including leadership roles show fairness and consideration to others

	<ul style="list-style-type: none"> • take responsibility, showing confidence in themselves and their contribution • provide constructive support and feedback to others.
<p>Self manager</p> <p>Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.</p>	<ul style="list-style-type: none"> • seek out challenges or new responsibilities and show flexibility when priorities change • work towards goals, showing initiative, commitment and perseverance • organise time and resources, prioritising actions • anticipate, take and manage risks • deal with competing pressures, including personal and work-related demands • respond positively to change, seeking advice and support when needed • manage their emotions,
<p>Effective participator</p> <p>Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.</p>	<ul style="list-style-type: none"> • discuss issues of concern, seeking resolution where needed • present a persuasive case for action • propose practical ways forward, breaking these down into manageable steps • identify improvements that would benefit others as well as themselves • try to influence others, negotiating and balancing diverse views to reach workable solutions • act as an advocate for views
<p>Reflective learner</p> <p>Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.</p>	<ul style="list-style-type: none"> • assess themselves and others, identifying opportunities and achievements • set goals with success criteria for their development and work • review progress, acting on the outcomes • invite feedback and deal positively with praise, setbacks and criticism

	<ul style="list-style-type: none"> • evaluate experiences and learning to inform future progress • communicate their learning in relevant ways for different audiences
<p>Independent enquirer</p> <p>Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.</p>	<ul style="list-style-type: none"> • identify questions to answer and problems to resolve • plan and carry out research, appreciating the consequences of decisions • explore issues, events or problems from different perspectives • analyse and evaluate information, judging its relevance and value • consider the influence of circumstances, beliefs and feelings on decisions and events • support conclusions, using reasoned arguments and evidence.